ART APPRECIATION: AMERICAN DIVERSITY AND GLOBAL ARTS

Course prefix + number: ARH 2930
Term: Spring 2014
Location + meeting times: 100% web-based
Credit hours: 3
Prerequisites: No prerequisites
Course website: https://ufl.instructure.com (Canvas)

Instructor: Dr. Pamela Merrill Brekka
Email: pbrekka@ufl.edu
Contact: Instructor can be contacted anytime via Canvas course website messaging software with questions concerning course content. Please allow 24 hours for response. It is preferred that all communications and discussions occur within the Canvas course website. This will streamline communications between students, instructor, and TAs. Check your Canvas messages daily and set your Canvas preferences to receive daily updates and alerts. Meetings with instructor or TAs via Canvas conferencing software are available by special arrangement. Please direct all IT or computer questions and problems to the UF Help Desk.

Course description: Introduction to the visual arts from a global perspective with an emphasis on diversity in the United States.

Course objectives: The objective of this course is for students to develop a broad understanding of the objects, terms, theories and history of visual arts from a global perspective, while engaging topics central to US diversity.

Student outcomes:

1. The student will identify, describe and interpret key art works from around the world within their cultural and historical contexts while defining key terms in the visual arts

2. The student will identify the roles of social structure and status of different groups within the United States, as reflected in the artwork of these groups

3. The student will analyze and evaluate his or her own cultural norms and values in relation to those of other cultures and diverse groups in the United States, including: the LGBT community; African-Americans; American Indians; Mexican-Americans; American Buddhists; American Muslims; Japanese-Americans, and Chinese-Americans

4. The student will identify, evaluate, and compare his or her own social status, opportunities, and constraints with
those of other persons and groups, as reflected in the artwork of these groups and the ways in which they value/define art

5. The student will identify and analyze key elements, biases and influences that shape thought in the discipline of art history, and approach issues and problems within the discipline of art history from multiple perspectives

6. The student will communicate knowledge, thoughts, and reasoning, and formulate critical responses in forms appropriate to the discipline of art history, while assessing peer responses to social/cultural problems related to art and diversity in the US


PURCHASE EBOOK HERE

Course material, content, and website: All relevant material for the successful completion of this course is available at the course website and the required course (e)textbook. The coursework for this class is organized at the website in 13 modules—an introductory module and 12 course content modules. Students are required to complete the modules in order, beginning with the introductory module. Conceptually, each module is designed with four objectives: ASSIMILATE/ENGAGE/ASSESS/APPLY. At Assimilate, the student is expected to review the object list and complete the assigned reading. At Engage, the student is expected to interact with the lecture presentation map. At Assess, the student is expected to complete the quiz, that is, define/identify/contrast the works of art and themes presented in the module lecture and terms list. At Apply, the student will be presented with a Focus task in which he or she is expected to critically engage contemporary problems using tools and information acquired in the module. The Focus tasks are designed so that students can collaborate in small peer groups to address issues on US diversity. The Diversity task is intended to help students apply what they have learned about ancient faraway cultures to diverse populations in the US today.

Course policies: In order to successfully complete this course, students are required to do all assigned readings from the (e)textbook, interact with all lecture maps, and complete all assigned tasks and quizzes. Please note that some of the artworks on the quizzes are covered in the lectureettes, but not found in the textbook. It is therefore imperative that students complete all reading assignments, carefully engage all the lectureettes on the interactive lecture map, and perform the assigned module tasks as prompted. Students are required to complete the modules in order, and by the deadline as given. During the regular Fall/Spring semesters students will have approximately one week to complete each module. During the Summer semesters, students will have to complete approximately two modules per week. All quizzes and tasks are ‘open-book,’ but time restricted. Given the limitations of the online environment for an art history course, students are also required to interact with live art objects, artists, curators and art historians. As such, students are required to attend two University of Florida fine art events—one art lecture and one exhibition, as described below. Students can address questions to the instructor or TA anytime via Canvas messaging. The instructor and/or TA’s contact information is given above and is available at the course website.

Make-up work and attendance policy: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Online course evaluation process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.
**Important dates:** Introduction quiz + module 1-12 quizzes + all tasks and assignments must be completed by dates as given at the course website ‘Syllabus’ tab; these dates are also available at the ‘Assignments’ tab. Final project + two live fine art events must be attended by the last day of the semester, as given on the course website. Deadline for required weekly submissions of all material and assignments is Sunday 11:59 PM EST (US).

**Evaluation:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Scores</th>
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<tbody>
<tr>
<td>Module quizzes</td>
<td>5 points x 13 = 65 points total</td>
</tr>
<tr>
<td>Module discussion tasks</td>
<td>2 points x 13 = 26 points total</td>
</tr>
<tr>
<td>Live event (approved fine arts lecture)</td>
<td>2 points total</td>
</tr>
<tr>
<td>Live event (approved exhibition)</td>
<td>2 points total</td>
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<tr>
<td>Final project: Art + diversity in your community</td>
<td>5 points total</td>
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</tbody>
</table>

Possible outcome: 100 points (100% = A for class)

**EXTRA CREDIT:**

**EXTRA CREDIT OPPORTUNITY #1:** 2 POINTS EXTRA CREDIT WILL BE GIVEN TO STUDENTS WHO READ THIS SYLLABUS CAREFULLY AND IN ITS ENTIRETY, AND ALSO UF’S PLAGIARISM GUIDELINES AVAILABLE HERE: [UF Plagiarism Policy](#). AFTER READING THIS POLICY GO TO ‘EXTRA CREDIT #1’ UNDER ‘ASSIGNMENTS’ TAB AND COMPLETE THE QUESTIONNAIRE. FOR FULL CREDIT RESPONSES MUST BE ANSWERED CORRECTLY. THE DUE DATE FOR THIS IS BY THE FIRST SUNDAY MIDNIGHT AFTER THE START OF CLASSES.

**EXTRA CREDIT OPPORTUNITY #2:** 2 POINTS EXTRA CREDIT WILL BE GIVEN TO STUDENTS WHO UPLOAD A PHOTO (RECENT HEADSHOT WITH FACE CLEARLY VISIBLE) TO CANVAS PROFILE SETTINGS. THE DUE DATE FOR THIS IS BY THE FIRST SUNDAY MIDNIGHT AFTER THE START OF CLASSES.

*WEEKLY DEADLINE FOR ALL MODULE ASSIGNMENTS IS SUNDAY 11:59 PM EST (US). DUE DATES CAN BE FOUND AT CANVAS COURSE WEBSITE ‘SYLLABUS’ AND ‘ASSIGNMENTS’ TAB. DUE DATE REMINDERS ARE ALSO UPDATED DAILY WHEN YOU SIGN IN TO CANVAS.* For regular Fall/Spring semester, average one module per week with all quizzes and assignments due by Sunday 11:59 PM EST (US). For Summer semester, average two modules per week with all quizzes and assignments due by Sunday 11:59 PM EST (US).

**Module quizzes (5 points each):** Each module will include a 20-question multiple-choice/true-false question quiz. The quiz is timed. Students will have 20 minutes to complete the quiz. Students will only have one opportunity to complete the quiz, so preparation is key. To successfully complete the module quiz, first go to module and complete the assigned reading. Watch the global trends video. Interact with the lecture map using the objects list as a study guide. Memorize the definitions of terms given on the objects list study guide—it is important to understand the terms as they are used within the context of the lectures. Take notes and study as needed. Students should be prepared to identify and understand: global trends; significance of works of art; techniques/media; terms, and key cultural/historical themes, as given in the reading, objects list, global trends video, and lecture presentations. The quiz is timed at 20 minutes, so plan to complete the quiz without interruption once you have started it. All quizzes must be completed with NO outside help, which would constitute cheating. Quizzes are graded by Canvas and will be returned immediately.

**Module discussion tasks (2 points each):** Each module contains a focus topic designed to promote critical thinking and peer-group discussions. These Focus topics will primarily address issues around US diversity. Task and topics vary per module—some modules include a discussion task, and others a specific topic/mini-research assignment. Follow instructions for module task as prompted by instructor. Students should present their material to the discussion board well in advance of the Sunday evening deadline so that other students may have time to respond. Students will be required to interact with each other in order to receive full credit for discussion task assignments. Interaction will be ineffective or impossible if students wait until Sunday 11:59 PM EST (US) deadline to upload task material to discussion board. Grades will be returned within one week from due date.
**Live Event 1, fine arts lecture (2 points):** As a visual arts course, it is important for online students to interact with *live* art objects, artists, curators and art historians. To receive credit for attendance, the student will go to “Live Event 1” tab and follow prompts. Students will be required to provide a 600-word review of the event, uploaded to Canvas. Summarize the lecture, providing lecturer’s key argument and descriptions of specific works of art or concepts, and then give your opinion. Your opinion should be supported by informed, historical/critical examples and ideas. Do not generalize or give your general opinion. Grades will be returned within one week from due date.

*For students living within 30 mile of UF Gainesville campus:* Each Fall and Spring semester, the Harn Eminent Scholar Chair in Art History lecture series (School of Art & Art History, College of Fine Arts, University of Florida), aka HESCAH, offers lectures from visiting scholars on a range of art historical topics. The student is required to attend at least one of these lectures during the semester in which this course is taken. For students taking this class during the Summer semester, in which no HESCAH lectures are scheduled, the student is required to attend two UF fine arts exhibitions or events, as described below. Instructor or TA will provide an updated list of qualifying HESCAH and fine art events at the course website. For HESCAH lecture schedule, go to: [http://saaharnscholar.net](http://saaharnscholar.net)

*For students who live more than 30 miles from UF Gainesville campus:* Qualifying events in your area include public lectures by artists or art historians given at a college, university, fine art museum or fine art gallery.

**Live Event 2, fine arts exhibition (2 points):** As a visual arts course, it is important for online students to interact with *live* art objects, artists, curators, and art historians. To receive credit for attendance, the student will go to “Live Event 2” folder and follow prompts. Students will be required to provide a 500-word review of the event, uploaded to Canvas. Summarize the exhibit, providing titles and descriptions of specific works of art, and then give your opinion. Your opinion should be supported by informed, historical/critical examples and ideas. Do not generalize or give your general opinion. Grades will be given within one week from due date.

*For students living within 30 mile of UF Gainesville campus:* Throughout the year, the School of Art + Art History (College of Fine Arts, University of Florida) aka SA+AH, presents a range of art exhibits and art “openings” (first night of art exhibit with artist/curator in attendance) in several campus galleries. The student is required to attend at least one of these events (two if Summer semester). The student is required to attend, specifically, the art “opening.” In other words, the student should visit the exhibit specifically during a planned event, and not just on his or her own. For SA+AH fine art events schedule, go to: [http://www.arts.ufl.edu/welcome/art](http://www.arts.ufl.edu/welcome/art)

*For students who live more than 30 miles from UF Gainesville campus:* Qualifying events in your area include public opening night art exhibits given at a college, university, fine art museum or fine art gallery.

**Final project: Art + diversity in your community (5 points):** As a final project, students will be required to produce a 5-image, 1000-word ‘virtual exhibit’ highlighting diversity in the students’ communities. Students are encouraged to be as creative as possible. Text and image can be organized in different ways, so long as minimum word and image requirements are met. A grading rubric as well as a sample project will be available at Canvas website to help students understand the nature and goal of the project. Final project should be in the form of a Word doc and uploaded to Canvas by the deadline given. Grades will be returned within one week from due date.

**Grading Scale:**

See the following web page for information on UF policies regarding letter grades: [http://www.registrar.ufl.edu/catalog1011/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog1011/policies/regulationgrades.html)

Information on current UF grading policies for assigning grade points may be achieved by including a link to the
appropriate undergraduate catalog web page:  https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

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<thead>
<tr>
<th>Letter Grade</th>
<th>% Equivalency</th>
<th>GPA Equivalency</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93 and above</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87 to 89</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>83 to 86</td>
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<tr>
<td>B-</td>
<td>80 to 82</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>77 to 79</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>73 to 76</td>
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<tr>
<td>C-</td>
<td>70 to 72</td>
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<td>D+</td>
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<tr>
<td>E, I, NG, WF</td>
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</tbody>
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COURSE AGENDA:

*Deadline for all assignments in each module is always Sunday 11:59 PM EST (US). Find due dates at Canvas.

Introductory Module. The visual arts as cultural language + tool for engaging diversity

ASSIMILATE: Review objects list and read Prebles’ pp. 1-238

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY:  Focus on Diversity: The visual arts as shared cultural language. Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task

Module 1. 75,000 BCE to 3,000 BCE—Prehistoric art and life: South Africa, Europe, South America, Australia, Iran, China

ASSIMILATE: Review objects list and read Prebles’ pp. 239-254

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY:  Focus on Diversity: The ‘Out of Africa’ theory + African-American art/identity today. Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task

Module 2: 3,000 BCE to 1,000 BCE—Bronze age art and culture: Europe, Ancient Mesopotamia, Indus Valley, Egypt, Aegean Islands, China, South America

ASSIMILATE: Review objects list and read Prebles’ pp. 302-328

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz
APPLY: **Focus on Diversity: Female architects in the US today.** Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task

**Module 3: 1,000 BCE to 300 CE—Art and global empires: Europe, Africa, China, India, Mexico**

ASSIMILATE: Review objects list and read Prebles’ pp. 255-278

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Art + Chinese-American cultural memory.** Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task

**Module 4: 300 CE to 1000 CE—Art and world religions: Europe, India, China, Japan, Indonesia, Mesoamerica**

ASSIMILATE: Read Prebles’ pp. 329-336

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Art + the Muslim-American experience.** Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task

**Module 5: 1000 CE to 1400 CE—Art and cultural exchange: Europe, the Middle East, Cambodia, China, Japan, Africa, Pacifica, North America**

ASSIMILATE: Read Prebles’ pp. 279-291

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Art + religious diversity in the US today.** Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task

**Module 6: 1400 CE to 1560 CE—When wor(l)ds collide: Europe, Mesoamerica, South America, Africa, China**

ASSIMILATE: Read Prebles’ pp. 292-301

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Art + Mexican-American cultural identity.** Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task

**Module 7: 1560 CE to 1700 CE—The art of absolutism: Europe, Peru, Japan, India, Iran, Africa**
ASSIMILATE: Read Prebles’ pp. 337-358

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Cultural diversity + politics in the US today.** Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task

**Module 8: 1700 CE to 1800 CE—Enlightenment art and desired objects: Europe, North America, Hawaii, China, Japan**

ASSIMILATE: Read Prebles’ pp. 359-366

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Native American art yesterday + today.** Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task

**Module 9: 1800 CE to 1900 CE—Art and culture in the industrial age: Europe, United States, Africa, Japan, New Zealand**

ASSIMILATE: Read Prebles’ pp. 367-391

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Art + African-American cultural memory.** Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task

**Module 10: 1900 CE to 1945 CE—The art and culture of world war: Europe, Russia, United States, Mexico, South Africa**

ASSIMILATE: Read Prebles’ pp. 392-432

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Art + Japanese-American cultural memory.** Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task

**Module 11: 1945 CE to 2000 CE—Art and culture in the post-imperial age: US, UK and Japan**

ASSIMILATE: Read Prebles’ pp. 433-460
ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Art + Vietnamese-American cultural memory. Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task

Module 12: Art and culture today—Our global village

ASSIMILATE: Read Prebles’ pp. 461-484

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on diversity: Art today + the 21st century American other. Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task

NOTE: *FINAL PROJECT + (2) LIVE EVENTS MUST BE COMPLETED AND UPLOADED BY LAST DAY OF CLASS

Students Requiring Accommodations: Students requesting accommodation for a web-based course must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor or TA when requesting accommodation. For more information, go to http://www.dso.ufl.edu/drc

University Counseling Services/ Counseling Center:
301 Peabody Hall
P.O. Box 114100, University of Florida
Gainesville, FL 32611-4100
Phone: 352-392-1575 (line open 24/7)
Web: http://www.counsel.ufl.edu

Academic Honesty and the UF Honor Code: The university’s policies regarding academic honesty, the honor code, plagiarism and cheating will be strictly enforced. See http://www.dso.ufl.edu/sccr/honorcode.php for information regarding these policies. Statement regarding UF honor code: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action.